



# YOUTH ACTIVITIES FOR THE CLASSROOM & BEYOND: **MATH**

**-ELEMENTARY (K-6<sup>TH</sup> GRADE)-**

## Activities:

### COUNTING & COUNTDOWNS

- Have the students count the number of people in their classroom who are wearing RED and then take a group picture - post the picture on the school's bulletin board, newsletter, or on the sample parent take home letter. View a Sample Newsletter on our site at <http://www.nd.gov/dhs/services/mentalhealth/prevention/pdf/sample-school-newsletter.pdf>
- Have the students count how many fruits and vegetables they have eaten so far today to keep their bodies healthy and growing strong.
- At the beginning of the day, have the students count the number of days until the weekend. Once they have reached Friday, have them list all of the healthy and safe activities they can participate in.
- Put red candies (cinnamon flavored, jelly beans, hot tamales, etc.) in a jar and have the class/school/community guess the correct number. You can start this project on theme day "Wear Red Day" and then announce the winner on "Sports Day/Team Up Against Drugs". (Choose a healthy snack or prize for the winner who guesses most accurately.)



## EXAMPLE WORD PROBLEMS:

**First Grade** - (Did you know that eating healthy foods will help your body feel good and strong?) Chad's favorite things during Halloween are the healthy treats. On Halloween night Chad went for a walk down his street. He found 10 houses giving apples on one side of the street and 2 houses giving bananas on the other side of the street.

How many houses were giving healthy snacks for Halloween? \_\_\_\_\_

Write the math equation: \_\_\_\_\_ (Hint: If it helps, draw the Fruits in the space below)

**Second Grade** - Mrs. Johnson's second grade class has turned their classroom into a pumpkin patch for the school's Halloween party. They have invited students from other classes to come and visit. In the first hour 61 students came to visit. In the second hour 45 students went through the pumpkin patch.

How many students total visited the pumpkin patch? \_\_\_\_\_

Write the math equation: \_\_\_\_\_

**Third Grade** - Amanda is making lemonade and selling it at her lemonade stand. She is charging 50 cents per glass. On Saturday she sold 19 glasses. On Sunday Amanda sold 12 glasses.

How much did Amanda earn on Saturday? \_\_\_\_\_

How much did Amanda earn on Sunday? \_\_\_\_\_

How much money did Amanda earn in total? \_\_\_\_\_

**Fourth Grade** - Mr. Thomas is looking after the community skating rink this winter. He floods the rink every Thursday night with a hose that pumps 37 liters per minute. This past Thursday, Mr. Thomas spent 54 minutes flooding the rink.

How many liters of water did Mr. Thomas put on the outdoor rink? \_\_\_\_\_

Write the math equation: \_\_\_\_\_

**Fifth Grade** - Mary is going to the hardware store to buy some tools to tend her new vegetable garden. She would like to buy a rake for \$20.26 and a hoe for \$17.59. Mary will also need a shovel at a cost of \$27.83.

How much will the three tools cost Mary? \_\_\_\_\_

Write the math equation: \_\_\_\_\_

# Keys to prevention at this age (K-6<sup>th</sup> grade):

## ■ Kindergarten

**Evidence Based Prevention Strategy:** *Promoting Pro-Social Norms and Life Skills Training*

- Familiarize children with personal risks of drug use.
- Teach refusal skills.
- Emphasize importance of taking care of our bodies.
- Stress the importance of taking care of our loved ones (encouraging them to avoid drugs)

## ■ First Grade

**Evidence Based Prevention Strategy:** *Promoting Pro-Social Norms and Life Skills Training*

- Building self-esteem, taking care of your body
- Choosing friends/a social environment that supports the well-being of self and others (good friends would not encourage you to put harmful substances in your body)
- Identifying physical harm brought by alcohol, tobacco and other drugs

## ■ Second or Third Grade

**Evidence Based Prevention Strategy:** *Increasing Perception of Personal Risk*

- Children would learn personal risks of harm from drugs and practice peer resistance
- Activities would be directed "to different learning styles, encouraging different types of students to participate."

## ■ Third Grade

**Evidence Based Prevention Strategy:** *Increasing Perception of Personal Risk*

- Focus on the physical damage caused by alcohol, tobacco and other drugs

## ■ Fourth and Fifth Grade

**Evidence Based Prevention Strategy:** *Increasing Perception of Personal Risk and Life Skills Training*

- Address the physical dangers of alcohol, tobacco and other drugs, emphasizing personal risk and harm
- Address peer pressure and encourage healthy choices

**SOURCES:** Real Life Issues Curriculum Infusion, *Network for Dissemination of Curriculum Infusion at Northern Illinois University*; American Council for Drug Education (ACDE)

